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ABSTRACT

Guidelines presented for public librarians to follow in their attempts to reach the rural disadvantaged youth are designed (1) to aid the youth in discerning and setting attainable goals, (2) to stimulate the naturally intelligent youth to use library facilities in furthering his education, and (3) to nurture general awareness and to enlarge the world of the rural young adult. There are 29 specific programs or techniques described to aid the librarian in helping the disadvantaged youth to reach the foregoing objectives. Also included in the document are excerpts from letters written by various library personnel which provide information on library programs and on problems and solutions. (BD)

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RURAL LIBRARY SERVICES

TO

DISADVANTAGED YOUTH

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Kentucky Department of Libraries
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A manual prepared for Two Blocks Apart, a Preconference Institute on reaching and understanding Young Adults from disadvantaged backgrounds. American Library Association, Young Adults Services Division.

Clo Era Sewell, Chairman
Subcommittee on Rural Services

YASD Committee on Library Services
to Disadvantaged Youth

This manual has been prepared by members of the YASD subcommittee on Rural Library Services to Disadvantaged Youth. Its purpose is to suggest guidelines for public librarians to follow in their attempt to reach hitherto unreached clientele. The programs are designed (1) to aid rural young adults, in discerning and settling attainable goals for themselves; (2) to stimulate the mind of the naturally intelligent youth to further his education through the local public library facilities, (since he may never have the opportunity to benefit from higher education;) (3) to nuture general awareness and to enlarge their worlds, to encourage them in the building of richer, fuller lives.

It is the millons of young people living in cultural and geographical isolation to which this manual is geared. It is feasible that programs developed for the advancement of urban youth will be adaptable to the needs of young adults living in the larger rural communities. The foremost concern here is those youths living in locations separated by miles from the closest communities and associations, as well as those who live in small towns to which adaptation of urban-oriented programs would be impractical. It is impossible for local librarians, already overworked, to spearhead these activities by themselves. First of all, the local library board must approve the library youth program completely. Then an all-out effort must be made to enlist the advice and active cooperation of youth clubs, community leaders, youths themselves, and volunteers who will make the programs tick.

The librarian should enlist the aid of their State library agencies and also regional personnel in both planning the work and in carrying it out. In cases where there are no regional systems perhaps two or more libraries in the area could work together for the common cause of reaching the disadvantaged youth of their areas.

The first step preliminary to the implementation of an effective rural youth program requires a distinct change in the attitude of many librarians, No longer can they wait for youths to come to them. The imagination and interest of teen-agers must be captured if they are to benefit from library oriented activities. Without any provocation, certainly, there are many young adults who will jump at the chance to read for entertainment, if for no other reason, but for many others, incentives, eye-catchers and even gimmicks must be used. Obviously this needed expansion of the library's program cannot be undertaken without additional staff. Fortunately, federal funds are now available for added personnel.

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Workshops should be held for training all persons involved in the planning and carrying out of rural youth programs.

DISCOVERING PARTICIPANTS

Volunteers are of utmost importance in discovering young participants. These volunteers, who will aid the librarian and her co-workers in their search for the disadvantaged, should be persons, who, in the course of their every-day lives, come into contact with the deprived (whether economic, social, cultural, educational.) Not only can they suggest the names of youths who would benefit from library programs, but frequently they can provide back-ground information as well.

By enlisting the help of the following people, enviromentally handicapped youth may be identified:

(a) County School Superintendants and Teachers
(b) Ministers
(c) Welfare workers
(d) Food Stamp Distributors
(e) Red Cross Workers
(f) Vista Workers
(g) Retired people living in area
(h) Vocational Agriculture and Home Economic Teachers
(i) Agricultural Extension Workers, (4-H Club Leaders, Neighborhood leaders)
(j) County Officials, such as Sheriff and County Judge (who may be able to suggest names of young people who have been before the court, describe their specific needs, and how they can be helped.)

After finding the participants, the next step is to learn to know them. Visit them, talk with them, attend their churches, community centers--any kind of meetings they attend. Attempt to pinpoint their needs other than economic and determine the extent to which other agencies fill these needs.

In order to avoid duplicating the services already provided, there must be close coordination with service-minded organizations, such as:

(a) All Youth Organizations
(b) Both Men and Women's Civic Clubs
(c) Labor Unions
(d) Agrarian Organizations
(e) PTA's and other School Associations
(f) Church groups
(g) Welfare Agencies
(h) Vista Workers
(i) Salvation Army, Volunteers of America
(j) Fraternal Organizations and their Auxilaries

The content of the programs around which the young adult activities will revolve is of foremost importance. The programs must be appealing, as well as worth-while. Those who do the planning should try to get on the same wavelength with the young adults, learning what their tastes and values are.

Volunteers from all walks of life can be used, whether college professors who will talk on modern drama or the young woman from the low-income group who explains her own particular knitting techniques.

The librarian and her co-workers cannot expect all to run smoothly when young adult programs are held in the library. They must try to remember that it is often the most unlovable who most need love. In severe cases of disturbances and extremely unruly behavior which lasts over a long period of time, a psychologist may be consulted.

We all have certain basic emotional needs. They are:

(1) To feel loved and accepted.
(2) To belong (to family, school group, community, youth organization)
(3) To feel relatively free from fear and guilt.
(4) To be able to achieve.
(5) To have some feeling of economic security.
(6) To have faith in a power greater than ourselves.
(7) To have a part in decisions affecting us.

When dealing with young people, these needs should be kept in mind, if relationships with them are to be fruitful and beneficial.

Bookmobiles are a "natural" in serving rural youth. In many states, these libraries on wheels have been on the go for years, taking books to isolated county schools, homes, and small communities.

Book deposit stations are set up in rural gathering places such as:

(a) Cross-road stores
(b) Post Offices
(c) Job Corps Camps
(d) Centrally-located homes
(e) Institutions such as prison camps, hospitals, training schools, etc.
(f) Migrant Worker Settlements (where the Bookmobile can serve transient children who might not otherwise have access to books, due to short school terms)
(g) Indian Reservations

In reaching many isolated areas, however, bookmobiles are not the most ideal means of transportation. Due to poor road conditions, the hazards of mountain travel, etc. small ranch-trucks, jeeps with enclosed body, or jeep station wagons are most desirable. (In at least one area, the jeep in use is equipped with a generator, projector and screen, p.a. system and tape recorders.)

For a really new idea in reaching isolated locations, why not a helicopter or a boat for the bayous?

PROGRAMS

Games and the spirit of play appeal to all ages; only the types of games change as a person grows older. The hopscotch or hide and seek of the little child is soon outgrown, but some other games always take their places. The spirit of play lives on. (Witness bridge, golf and chess in the later years.)

Availability of sports equipment such as softballs and bats, badmiton, horseshoes, volley balls, etc., are bringing children into numerous libraries. This equipment may be checked out just as books. On their second and third trips, non-readers who come in for the equipment are shown sports books and easy biographies of favorite sport heroes. Some become readers. This type of bait can be used not only in the library, but where library-connected programs are carried out.

Sports clubs could be formed combining the actual game with a session of talks by the players on sport books they have read. High school sports heroes might talk to the boys, coach the organized teams, referee their game, or just pitch a few balls with them. The mere presence of these boys, big in the local sports world, would be a good drawing card.

LITERACY CLASSES AND REMEDIAL READING

In "Literacy Workers Handbook" Dr. Leo Lesser, Jr. says,

"Millons of teen-agers today are still seriously limited by the amount of education their parents got a generation ago. Despite our claim that we offer universal education to all youngsters, no matter what their circumstances, illiteracy and poverty are still inherited."

Literacy classes should be set up and sponsored by the Library. Young adults who enroll in these classes would, in turn, be able to teach other members of their families. In at least one state, all regional librarians have studies and learned to apply the Laubach method of teaching illiterates to read and write.

GROUP READING

Group reading of stories and short plays, or stunts, followed by impromptu interpretive acting leads the play spirit into more serious channels. From this can come the more difficult (and more formal) programs of written and staged dramatization of stories.

EDUCATIONAL TELEVISION

Another excellent drawing card might be the placement of good television sets, preferably color, in the library. These sets could be tied in with Educational TV channels, so that enrichment and outstanding cultural programs would be made available to young adults.

Parties and discussion groups might easily be organized around such television programs, under the supervision of local individuals, and these "get-togethers" might well become enticing socializing events.

More educationally advanced youths might even take some of the educational TV classes for credit. The library, could easily be the only chance for such advancement.

COMMUNITY COLLEGES

Community Colleges, located in or near rural areas, are excellent sources to tap for worthwhile programs. Guest lecturers from such colleges can make invaluable contributions to library youth programs. Neighborhood colleges might be set up at the library in cooperation with the Community Collegem with courses being offered for college credit.

MOBILE EDUCATION UNIT

A well-equipped mobile education unit could easily be THE answer to the problem involved in taking programs to the people. (Used in the Middle East in the 1950's, equipped for approximately $20,000.)

Equipment for the mobile units might include the following:

(1) Moveable Science Lab
(2) Flannel Board and Easel
(3) Tape Recorder

(4) Projector and films
(5) Movie Cameras
(6) Reference Books
(7) Books relevant to programs available from mobile unit; for example: art books, music, science, etc.
(8) Filing cabinets
(9) Record players and Records
(10) Running water
(11) Generator

All of the proposed programs included in this manual could be carried out in conjunction with the mobile unit. Many of them could be organized on the Stanley Party Idea. Neighborhood Group meetings might be held in the homes of local hostesses, with the idea of mixing education and recreation. Everything from sewing circles to book discussion groups might be promoted through this approach. A gift book, picture, or record might be given to each of the neighborhood hostesses.

RESOURCES FOR THOUGHTFUL RELAXATION

A supply of games such as checkers, dominoes, Chinese checkers, anagrams, monopoly, scrabble, etc. should be available at the library, as well.

LIBRARY PLANNED SQUARE DANCES AND HOOTENANIES

Hootenanies have been used successfully in many libraries and serve the purpose of getting the young people in the habit of coming into the library, with the idea of its general entertainment and socializing value. Young people who may suffer from loneliness can mingle with others of their age, at such gatherings, and thus gain a sense of belonging.

Library planned square dances would also prove popular with rural youth, and, like the Hootenanies, may be held out in the country in such places as barns, unused one-room schools, or any appropriate available building. Again, local "fiddlers" and callers can be used.

Both the Hootenanies and square dances can be tied in with books about musical instruments, folk songs and dancing. (It is also possible that in some areas, where dancing is not religiously or morally objectionable, ballroom dancing classes might be started.)

CULTURAL ENRICHMENT PROGRAMS

The number and types of cultural enrichment programs are limited only by the imagination of the program planners and by the availability of leaders with special talents and abilities. Perhaps even the absence of gifted leaders presents no serious problem, since records, displays, or exhibits can be secured by even the smallest of libraries.

MUSIC APPRECIATION

A leader with musical training and an album can hold even a musical illiterate spellbound with his explanation of the play and counterplay of the theme running through each selection.

ART

An artist or an art teacher, with prints or slides of paintings, can produce programs that entertain while awakening an awareness and an appreciation of the elements that combine in fine works of art. Exhibits can be displayed in libraries and carried

on the bookmobile.

Classes in drawing, painting, or finger-painting should be held wherever a teacher can be found. Displays of the work by these classes should be held at frequent intervals.

LITERATURE

Reading and discussing books are naturally a part of a library program. Why not add a class in creative writing? Start with simple, personal essays on such topics as "Things I Worry About," "Things I Like," "Trips I Have Taken," "Places I would like to Visit," "People I Have Known." Such writings can serve a many-fold purpose. They promote sensitivity to the surroundings, the ability to think things out and to express them on paper, the use of imagination as well as satisfying the natural creative urge. Another important dividend from these essays is the insight afforded to the program developer, as to personal background, the abilities and the needs of each writer. This information would be indispensible in subsequent work with the young people.

A newspaper could be produced by the group. It might contain original poems and stories, as well as local news. Talks by the local newspaper editor, reporters and photographers would be helpful, as would field trips to the newspaper plant.

TRAVEL

Travel films and slides combined with displays of travel books or book talks will broaden the horizons of young people who have never been beyond the boundaries of their own county or state.

A slide-talk travelogue by local travelers along with display of momentos from other countries or other sections of the U.S. makes an entertaining evening for most any group. Books about the countries visited should be on display and recorded music of the area played as well.

Some of the young adults themselves can talk of their own travels. Perhaps the children of migrant workers can add much to a "Let's Travel" program. This serves a two-fold purpose, that of entertaining the group and that of filling the basic need for achievement and recognition.

Being accepted is an important part of each and every young adult life. It is important to young people to look their best, to know how to behave on dates, to know which fork to use for the salad, etc. A world of helpful courses of instruction might be developed along these lines.

MAKE THE MOST OF YOURSELF

Good Grooming Ideas and tips could form the basis for one such class. For girls, Talks might be given by beauticians and other trained people on the importance of proper hair care and styling, the appropriate use of cosmetics, etc. Magazines, films and books, as well as actual beauty demonstrations, might well supplement such talks. For boys: Classes could be set up in a similar fashion.

ETIQUETTE

Incorporating suggestions ranging from how to act on your first date to table manners would also provide excellent course material. (And again, good use can be made of books, magazines, films.)

POSTURE AND POISE CLASSES might be organized separately or incorporated into the Etiquette and good-grooming classes.

HOMEMAKING

Classes in homemaking are needed. Far too many of the disadvantaged young have never seen any kind of modern convenience. One group from an isolated area was taken to the State Capitol through cooperation of the State and county libraries. There these young people were given a tour of the State library, the State Capitol; a luncheon at the leading hotel, a swim in the state-owned swimming pool. As a final treat, the group met and talked with the Governor. But what made the greatest impression on these young people? The running water in the hotel bathroom!

A trip through a modern housing development would be a good starting point for such classes as:

Cleaning, gardening, cooking and nutrition, home repairs, sewing and child care.

These classes could result in full or part-time work for some of the participants. Competent domestic help, "handymen," and baby-sitters are needed in every town, large or small. Waitresses who know how to set a table, serve food properly, write an order will not have to look far for a job.

COMMUNITY IMPROVEMENT

Community improvement could also work hand-in-hand in these homemaking classes. Each young person should be encouraged first to clean up and spruce up his own home and yard, then to join with others in cleaning and beautifying areas around the homes of the elderly, ill and handicapped persons. As rusty tin cans, bed springs and defunct automobile parts give way to neat lawns with flowers and native shrubs, civic pride will be greatly improved.

Forestry divisions will make available to libraries Pine Seedlings and other plants. These can be given out with books as a beautification project.

Young adults can be trained to provide library programs for hospitals, nursing homes, and to the old and infirm who live nearby. By reading aloud to those who can't read, showing films, and playing records, etc., young people can brighten the lives of those in homes and institutions. These young adults would have the satisfaction of doing something worth-while for others.

A survey was made in a section of one state asking the needs of each individual. The answers of the older people boiled down to two needs: Somebody to talk with, and something to look forward to. Young people making regular visits, would help to fill these needs.

INVOLVEMENT

Story telling and reading to groups of pre-school age children and children in hospitals is another way of sharing talent. Older boys and girls could bring the youngest children to story-hour and see them home.

What about a "buddy" system for bringing the shy "loners" into the activities of classes and clubs? Ask the extroverts to discover stay-at-homes in their neighborhoods and invite them and bring them to meetings, stay with them, help draw them into the conversations, the fun of the meetings. Sensitive young people may hesitate to participate in these activities because they fear they will not speak correctly, that their clothes will not be nice enough, that they won't know how to act. Understanding young people of their communities can help them feel at ease and give them a sense of belonging.

PRIDE IN THE PAST

Organize a Junior Historical Society. Give the members the task of gathering and preserving data about the area and about their own families. With tape recorders, they could preserve folk stories and songs as remembered and related by the oldest residents. These elderly people not only remember the happenings of their own youth but they can recall stories told to them. Such stories should be preserved perhaps and can only be preserved by the young people. This is especially true in the mountains where the families have lived in isolation for generations.

The Indian reservations also afford rich hunting ground for today's youths armed with tape-recorder and a desire to preserve their own cultural heritage.

TINKER SHOPS

Give the mechanically inclined boys something to do. Ask for donations of old clocks, radios, television sets to be torn up and rebuilt using manuals from the library.

An old automobile with volunteer automotive mechanics to instruct the boys would prove extremely worthwhile, as the young men could be trained to keep their own jalopees in running order and some of them might learn enough to prepare them for jobs in garages and service stations.

LOCATIONS OF MEETINGS

The library in rural communities is naturally the gathering place for library sponsored clubs and classes for young adults living near these communities; however, if the more isolated youths are to be reached, it is necessary to find centers for meetings out in the rural area, and nearer their homes.

Try such places as:

(a) Schools--Regular schools for late afternoon or evening meetings, or abandoned one or two room schools.
(b) Churches
(c) Community or Recreational Centers
(d) Playgrounds
(e) Job Corps Camps
(f) Day camps
(g) Boy Scout, 4-H, Church and all other youth camps
(h) Homes
(i) Barns
(j) Grange Halls
(k) Masonic Temples

As often as possible participants of these in-the-country programs should be taken into town for special events in the library, where they can be welcomed and made to feel at home by the stay-at-home members of the staff. All these young people at some time should be given a tour of the library, perhaps shown how books are selected, processed, how they are shelved; and they should be given enough information so that they will have a desire to conduct their parents and friends on a personal tour of the library.

ADVERTISING

The importance of advertising the youth programs cannot be over-estimated. The usual media of newspaper, and radio will be especially relevant to rural areas, but in general, it should be remembered that every possible advertising opportunity should be used. Librarians and their co-workers must keep in mind the fact that they have something of great value to sell. Without an avid and continual publicity campaign, they will never

catch and hold the eye of the people.

NEWSPAPERS: Talk to the local editor; he will be more than likely to back your efforts one hundred percent. Due to his interest, the publicity campaign will be well off-the-ground. Start a weekly column; whether it merely lists a calendar of events for the coming week, a list of new books available (best if annotated) or is more extensive, it will help accomplish the purpose of getting your name and ideas before the people. Special events. of greater newsworthiness, will deserve larger spreads in the local papers. Pictures mean much more than words (action pictures, people) so every effort should be made to have a photographer present at important programs.

RADIO: Almost every small town has its own radio station. News items can be given to the news casters on a weekly basis, and Community Service Bulletins are always composed of the type of news that will be made by the youth programs.

TELEVISION: There are any number of television programs that present and highlight talents and events of the locale. Publicize your programs by sending a representative to appear on some of these programs. Regular book talks and story hours will interest all ages and bring new patrons to the library. A more indirect method of advertising might be used after the youth programs are underway: talented young adults might appear on TV variety programs in the area, as representing the young adult activities connected with the library.

POSTERS: The use of posters can often help make or break a special event. The young people can use their creative energies in producing attention-attracting signs, which would be placed in strategic locations throughout the community and county.

PUBLICITY VOLUNTEER: Look around in your area; chances are that there is someone, a house-wife or spare-time writer, who would like to be in charge of your programs' publicity merely for the fun of it.

Hand in hand with the advertising angle is the facet of public relations, a term that cannot be defined in twenty-five words or less.

One method of furthering good public relations is by means of clubs or individuals "adopting" a family. The objective of the "adoption" would be to gain the confidence of the family, to introduce them to the library and library-connected activities, in general, to awaken dormant interests. A check of the numbers and types of books borrowed from the library by members of this family over a period of time would be indicative of the improvement made in reading habits, due to this special attention.

Young people, whatever their backgrounds and settings, have similar needs and curiosity. Programs that are offered in large city libraries have relevance and can be adapted. So here, too, are programs and services that may be helpful to young people outside the rural areas of our country - and indeed have proved to be. Where young people help choose the activities and help project them through their friends and groups, each program will have greater validity and value to those involved - young people themselves.

EXCERPTS FROM LETTERS

The county set up a summer youth camp for high school boys several years ago, boys who were either potential drop-outs or had poor home situations, etc. Both summers when it was in operation the library supplied a collection of several hundred books for them to use all summer.

I have talked to Mr. _____, the head of the Extension work here, and he informs me that various plans are in the wind, depending upon whether or not the county receives the Opportunity funds we have applied for. Their main concern is with migrant workers, and they have talked of setting up small recreation centers, perhaps in several areas in the county. If this comes about the library might well be asked to supply collections of books for these centers. Of course there aren't too many young adult migrant workers, but there are always a few moving around with their families.

In reply to your inquiry concerning our services or planned program for "Disadvantaged Youth," I'm sending the following:

1. We furnish material through the branch libraries for the transit labor, which the county has during the pea canning, fruit picking and grain harvesting. This is mostly recreational reading, although some students require reference material to study for the coming school term.

2. Plans are in progress for a weekly showing of educational types films at the migrant labor camp during the coming summer. Tenative plans for a book lending service through the camp also.

3. A "Reading Laboratory," made possible through the Federal MDTA Program, has been created at Blue Mountain Community College--with three full time staff members. The purpose is to increase reading ability, and the public library is used extensively for high interest low reading ability books. An after reading study course is being planned.

4. Some youths are being introduced to library service through our book deposits in the hospitals. We now service 2 hospitals and 2 convalescent homes in _____.

5. We cooperate with the instructors of the adult night courses being taught, by furnishing the necessary bibliographies, and making all our library materials available to the students, be it a course in shop mechanics or advanced art.

Plans are pending for an instructional media center, to be obtained with funds under Title III, Public Law 89-10. According to the local papers, 2 counties are working together on this project. Possibly our bookmobile should be of use to circulate this instructional audio-visual material to the schools of the county.

We also have a Job Corps Center in our county. The Job Corps boys have had free access to the library. However, the resulting loss of books due to the transient status of these boys prompted the Job Corps Center to open their own library. This arrangement seems much better and we have offered to help in simple cataloging, and we have loaned them collections of books on a monthly basis.

Last fall I initiated a group to study the problem and the possible solutions. The school librarians and a few interested social workers along with our reference and children's librarians and myself attended. There were three meetings, then we agreed that we had reached a dead end because of lack of time and inability to determine individual "culturally deprived" people.

One good thing came as a result. We decided to have two open houses for parents during National Library Week. The schools refused to give us names of the kind of families we wanted to reach. We knew a general open house should attract mostly the usual readers and a few of the others. Mrs. Campbell did get the names from individual teachers, who knew what we were trying to do, of children who "needed to have cards," and for some weeks before the open houses (which by the way were one morning and evening, hoping one of the other time would be "best" for everybody) Mrs. _____ called the parents and gave them a warm personal invitation.

At the open houses the Friends were all prepared with food and encouragement, but very few people came. However, for a long time afterwards, a few at a time of the invited parents came in and identified themselves and, we hoped, influenced their friends and neighbors.

As one visiting nurse pointed out "culturally" and "economically" deprived are not synonomous at all. The need is great, we all agreed, but the means of contacting and furnishing impetus are most difficult, and difficult to accomplish in a wholesale manner.

The former Public Library Services program was superseded as of July 1 1964 by the _____ Dept. of State Library Services which has continued the Bookmobile as a facet of statewide service. Concurrently, both the public library services and the Department of State Library Services have carried on workshops, field visits, meetings, and consultant services to stimulate rural public libraries to strengthen and modernize their book collections, especially for children and young people, and to improve their services. Indeed, the distribution of state and federal grants in the statewide library program activated July 1, 1964, is dependent on libraries meeting standards now being promulgated by the Dept. of State Library Services. This year the focus is on reference and juvenile collections.

Whereas, ten years ago, few rural libraries had any Young Adult material, some of them now have shelves or alcoves with books of special interest to this group. Finally, the inter-library-loan network we are trying to develop does mean that young people even in isolated areas now can obtain special material that was inaccessible to them before. The chain goes from rural library, to regional library, to principal public library, to _____University.

Strengthening local book collections and making special books available through loans are two facets of improving service to deprived young people. The third, changing librarians' attitudes so that they will seek out these teenagers in their communities instead of waiting for them to come in, is harder to effect, but we are stressing this at every opportunity. In the long run, this may be the most important part of the task.

Foremost in definite achievement is the work being done in the Warm Springs area among the Indians by Mr. and Mrs. VanNorton under provision of VISTA supported by the Office of Economic Opportunity. A slow beginning has now blossomed into remarkably successful interest in arts and crafts. Children are becoming more and more interested and consequently must get more detailed information from the library. One hundred and five pupils are now registered in classes, representing a cross-section of the community. Pictures are even being done in oils, and framed. One hundred original paintings now go into Indian homes each month, I am told.

In Madras some of the teachers of the lower grades in the elementary school have helped backward children with reading problems and, perhaps more important, with problems of poor attitudes. Some of these people have moved to other communities and should be able to establish a better record for the help given them.

A Negress who comes regularly to the library because of her husband's interest in her further educational development is now so encouraged she is acting on Frank Laubach's principle of "Each One Teach One." She is aiding a friend with the equivalent of only a third grade education. Of course "easy" books were first taken by this friend and now her spelling and reading is improving, and arithmetic is being added tothe schedule. It has been difficult to get her even near the library, but now she is so delighted and excited over her progress. In the summer they will be moving to Portland and a comment I overheard was: "I'll be able to read all the street signs, and I'll always know where I am!" It seemed so pathetic, but she is not to be pitied with her new pride in learning. Phonics and the syllables of big words appeal to her.

During the growing season and more particularly the harvest time, migrant workers are given special help by the churches. Some have good foundational training by church groups in California, providing a good basis on which to work here.

In a few cases parents have taken a new lease on interest in furthering their education and the direct benefit is seen in the attitudes of their children.

Special help through the VISTA program is given to the Indians at Warm Springs Reservation by the Jefferson County Library. They also are cooperating with churches in giving help to migrants. I presume that youths as well as children are being served.

We have found the rural school contacts to be invaluable. The teachers... or at least some of them, are knowledgeable and concerned and often have neither the resources nor the time to take their contacts beyond the school day. We have, in some small way, put books in their hands, usually by means of the bookmobile stops at isolated schools. But alas, our tightening funds have necessitated our stopping service to all schools where there are nearby community libraries. And in our system, "nearby" means 30 to 50 miles!

If we had the fund I would like to see the bookmobile go into the poorest neighborhoods in the evening hours... stopping outside the grocery store, the taverns, inside the migratory farm labor camps, or going from farm to farm after school hours, or on Saturday.

It is sad but true that the most needy children do not belong to groups nor are their parents interested in ferrying their offspring to the community centers. So, it seems to me, we must start in on individual basis before we can get them to work within a group situation. Your PROGRAMS outline is excellent. Many of these young people are slow learners and will not be interested in a book oriented program. They love stories. They like to "act things out"! They are often very creative and respond quickly to craft and artistic enterprises.

Do other rural areas have Sunday schools which meet in homes, or in grange halls? We have several such programs but have had difficulty in overcoming sectarian opposition to "worldly" books. This is where the children are, however, and we need volunteers or paid assistants who are willing to put in evening, Saturday hours in meeting the young people <u>where they are</u>.

As to personnel, may I comment that Social Workers are not the best contact people. They see things from the other end of the telescope and do not, in my personal opinion, have the patience nor the dedication to carry on a creative program. Much better are some of the really dedicated church people who are anxious to have a meaningful outlet and to translate their doctrines into practical at-home channels. We have used Junior Federated Women's Club members, of Chamber of Commerce Wives or YWCA or YMCA members. These are educated motivated people, who, with a little nudging, quickly develop the Peace Corps esprit.

An added note: Our rural libraries are what Lura Currier calls "telephone booth branches" and rarely have enough room for more than four or five patrons at a time. Only the smallest groups could be accommodated in most of them. Also where great distances are a factor, the bookmobiles cannot make long enough stops to do more than the most rudimentary circulation of books.

Bookmobile service varies so much around the county that one cannot make sweeping statements. Our bookmobile librarian, has the advantage of being a former primary teacher. She does a great deal of reading guidance in an apparently casual way. In the first few years of our service, she went to some of the smaller rural schools where the bookmobile had a regular stop to tell stories or give book-talks to stimulate interest in reading and to establish a rapport with the children. This was done, not at the time of the bookmobile stop, but on some other day at a time the principal and teachers said would be convenient.

The job corpsmen have also made tours of the library and later visited it in order to use it.

However, I think it is important to emphasize that the public library still remains essentially a service geared to the individual not a group. Each time an individual need is met, the library is a success; each time an individual need is **not** met, the library is a failure. Too much emphasis on service to the aging, to the culturally deprived, to this group or that can dull our sensitivity to the individual while we mouth great service to a group.